

Instructional Design

Summer 2013

Glenn Mason

EDT 400 Instructional Design: Fridays, 11:00 a.m. – 1:50 p.m., Room 302 HB

Course Identification

Course Title: Instructional Design
Course Number: EDT400
School: Central Connecticut State University (CCSU)
Number of Credits: 3
Certificate name: Certificate in Instructional Design
Number of Contact Hours: 3

Prerequisites

Demonstrated competency through appropriate assessment or earning a grade of “C” or better in (we need to list what these are)

Instructor

Name: Glenn Mason
Office: None
Office phone: 860-416-0383 (cell)
E-mail: gmason@ccsu.edu

About your teacher: Glenn has been teaching for 10 years at the high school level and 4 years at the college level. He has taught several introductory level technology classes to students from 8th grade to college graduate students. He holds an undergraduate degree from the University of Connecticut, a masters degree in Biblical Language and a masters degree in Education Technology from the CCSU.

Detailed Course Description

This course is designed to lay the foundation for effective instructional design (ID). Upon completion of this course, the student will be able to model effective ID principles, understand the stages of ID and develop an ID plan. In addition, the student will be comfortable in applying principles of ID to specific problems encountered in the classroom. Because this course lays a framework for ID and the use of technology, the student will demonstrate an ability to assess different technologies and how to use which them to resolve educational barriers.

In addition, by the end of this class, each student will have constructed an ID plan for a real classroom problem. This ID plan will be the basis for work in subsequent classes in the certificate program. While this class will lay the foundation for each subsequent class, each class in the program builds upon the prior class and skills learned will enable the student to create and implement their solution to the selected problem.V.

Course Content

This course will cover instructional design (ID); design and delivery of effective ID; developing concept maps; understanding the learner; designing for skills, knowledge and motivation; communicating objectives; visual design principles.

A detailed, week by week breakdown of the course is included in the Course Outline section below.

Course Strategies

This course will be taught primarily with lecture and classroom participation. Class projects will be used to reinforce concepts taught in the lecture. Individual as well as group projects will be used in the course as well. Students will be required to attend lab sessions but may not be required to stay for the entire class period. In addition, outside resources will be used such as text books and links. Finally, each student will be assigned a mentor that will guide them through the entire certificate program. The purpose of the mentor is offer assistance, make suggestions and assess the progress of the student through each phase of the program.

Required Texts, resources and Supplies

Dirksen, Julie (2011-11-07). Design For How People Learn (Voices That Matter) Pearson Education (US). ISBN-13: 978-0-321-76843-8

CCSU Graduate Lab will be available throughout the course during class times and prearranged times as agreed upon with the instructor.

A personal laptop or recording device will not be required for this class but is recommended.

A jump drive or cloud storage is recommended for transferring work done in class to other computers.

List of links

List of resources (Itune university, etc.)

Mentor

Course Policies

Students are expected to attend all classes in this course. Absences must be communicated to the instructor in advance. If the absence is unexpected due to an emergency, communication of the situation should be done in a timely manner. All work is expected to be completed on time and in a manner befitting a graduate student. If revision is necessary, it should be done in accordance with the instructors recommendation for required changes and within an agreed upon timeframe. Finally, all students are expected to participate in the class in whatever media is selected by the instructor. This includes class participation, blogs, wikis or forums.

Student Behavior Statement

Students should always conduct themselves in a respectful manner. No conduct will be tolerated that might endanger or threaten anyone in the class. **Disruptive behavior, substance abuse, downgrading or disparaging remarks, and any other behavior that shows a lack of respect for the instructor or other students, will not be tolerated.** At the instructor's discretion, a student causing problems may be asked to leave the class for the session.

Student behavior is also judged according to how you use the technology and maintain a professional environment.

Academic Honesty Statement

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement. Cheating on projects, or other academic works is a violation of CCSU rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

Copyright Statement

Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at CCSU contain nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy.

Course Grading

A 100-96 / A- 95-91 / B+ 90-87 / B 86-82 / B- 81-79 / C+ 78-76 / C 75-74 / C- 73-72 / D+ 71-70 / D 69-67 / D- 66-65 / F Below 65

Course Rubric

Performance Indicator	Beginning 1	Developing 2	Proficient 3	Transformative 4
Demonstrate and model effective Instructional Design principles.	describe the principles of effective ID.	apply ID principles to an instructional problem.	facilitate discussion applying effective ID principles.	evaluate ID principles and engage students with effective ID.
Understand and define the stages of Instructional Design.	define the stages of ID.	apply the stages of ID to an instructional problem.	examine stages of ID and describe their importance to effective ID.	assess the different stages of ID evaluate each as it relates to effective ID.
Develop an ID plan and understand its relevance to Instructional Design.	identify all the elements of an ID plan.	discuss stages of ID plan and apply to ID.	create ID plan for a given instructional problem and discuss the relevance of each element to effective ID.	develop an ID plan that demonstrates an understanding of how all elements of ID plan work to solve an instructional problem.
Construct a concept map and understand its relevance to Instructional Design.	draw a concept map given an instructional problem.	discuss the relevance of concept map to an instructional problem.	analyze concept map and determine more effective solution to instructional problem.	design a concept map that will effectively resolve instructional problem.
Integrate concepts of Instructional Design to students specific problem.	describe the concepts of ID.	apply ID concepts to their own instructional problem.	construct well organized map for their own instructional problem.	justify the organization of the concept map that was produced for instructional problem.
Apply basic elements of visual design principles.	recall good visual design principles.	apply visual design principles to an instructional problem.	differentiate between different design principles for instructional problem.	choose appropriate visual design principles to engage students.
Design, production, evaluation of effective instruction materials using technology.	Needs support, remediation, review, does not see the big picture.	Acts somewhat independent, makes great decisions but still needs help with transferring skills, meets course requirement	Independent, fully active and makes advance decisions and generalizes beyond skills, meets course requirement and more.	Fully independent, leader, creative and decisions have broad implications, goes beyond course requirement.

Students demonstrating a transformative or highly proficient grasp of the design principles taught in the course will receive an A for the course.

Students who demonstrate a proficient understanding of the design principles will receive a B for the course.

Students who demonstrate a beginning or developing understanding of the principles taught in the class will receive a C for the course.

Students who do not demonstrate any of the above levels of understanding will be asked to retake the assessment test or will be dropped from the certificate program.

Disability Statement

CCSU seeks to provide effective services and accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

Projects and Assignments

Projects and assignments for this class will center on the design of instructional material.

<i>Project</i>	<i>Description</i>	<i>Points</i>
Project One	Develop an ID plan based on common class problem.	10
Project Two (team)	Construct a concept map for common class problem.	10
Project Three	Something for visual design principles.	10
Final Project	Construct an ID plan for your problem.	40
Participation - In class	Responsible participation to all class lectures and class activities. Students will be expected to complete reading and other assignments and be prepared to add insightful opinions.	15
Participation - Blogs, wiki's, etc.	Provide thoughtful answers to discussion questions and provide feedback to fellow cohorts in cert program.	15
	Total Possible Points	100

Course Outline, Calendar, due dates

Date	Objective	Activity	Assignment Due
Week 1 (6/3/13)	introduce instructional design and ID plan		none.
Week 2 (6/10/13)	discuss ID plan	construct ID plan	Reading assignment and blog activity.
Week 3 (6/17/13)	finish project one	Lab for project one	Reading assignment and blog activity
Week 4 (6/24/13)	understanding the learner	class activity to demonstrate principle	Project one, reading assignment and blog activity
Week 5 (7/1/13)	introduce concept map	basic concept map construction	Reading assignment and blog activity.
Week 6 (7/8/13)	finish project two	Lab for project two	Reading assignment and blog activity.
Week 7 (7/15/13)	communicating objectives		Project two, reading assignment and blog activity.
Week 8 (7/22/13)	design for knowledge, introduce project three		Reading assignment and blog activity.
Week 9 (7/29/13)	design for skills	Lab for project three	Reading assignment and blog activity.
Week 10 (8/5/13)	design for motivation, project three due		Project three, reading assignment and blog activity.
Week 11 (8/12/13)	visual design principles, assessments		Reading assignment and blog activity.
Week 12 (8/19/13)	application of design principles to student specific problem	Lab for final project	Reading assignment and blog activity.
Week 13 (8/26/13)	final project due		Final project.

